

Conservatory of Music

Student Teaching Handbook

2015-16



LAWRENCE UNIVERSITY
APPLETON, WISCONSIN

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Introduction

This handbook has been written for student teachers, cooperating teachers, and university supervisors. It provides information, guidance, and sample materials to make the most of the student teaching experience. Because state and university requirements for certification are subject to revision, information in this handbook is updated annually.

Student teaching is the culminating experience of the undergraduate teacher preparation program as well as the initial experience working as a professional educator in the public schools. As the term implies, the student teacher is at once both student and teacher. Student teaching provides the novice educator with initial teaching experiences in a supportive and nurturing context, offering growing levels of challenge and responsibility over the course of the semester.

Student teachers receive guidance and support from both a university supervisor and a cooperating teacher. Lawrence University is grateful to work with some of the finest music educators in Wisconsin. The collaboration that we enjoy develops new generations of music educators who, in turn, continue to enrich the lives of our students and our community.

As good teachers weave the fabric that joins them with students and subject, the heart is the loom on which threads are tied, the tension is held, the shuttle flies, and the fabric is stretched tight. Small wonder then, that teaching tugs at the heart, opens the heart, even breaks the heart—and the more one loves teaching, the more heartbreaking it can be. The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so the teacher and student and subject can be woven into the fabric of community that learning, and living, require.

— Parker Palmer, *The Courage to Teach*

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Statement of Beliefs

The Teacher Education Program at Lawrence, in consultation with University faculty and staff, students, Lawrence graduates, local community members, and teachers and administrators from area schools, prepares students to be certifiable secondary English, social studies, math, science, and computer science teachers (early adolescence through adolescence) and elementary and secondary art, music, theater, foreign language, and ESL teachers (early childhood through adolescence). We are committed to a liberal arts approach to teacher education so that students who complete our program leave having demonstrated they know substance, selves, psychology of contemporary youth, pedagogy, and the purposes of schooling, and will be forces in preparing youth to be contributing and responsible members of a democratic society. Toward that goal:

- We believe prospective teachers need a broad background in the liberal arts. The breadth of knowledge provided by the liberal arts enables teachers to make connections among the disciplines while it enriches their understanding of the world around them. This breadth of knowledge should result in lessons that draw from a variety of disciplines and are relevant to student lives.
- We believe that prospective teachers must have in-depth knowledge in the academic discipline they are preparing to teach. Therefore, with regard to content our expectations are unusually high. All who achieve admission to Lawrence University and its Teacher Education Program are accepted upon the basis of their potential as perceptive scholars. In every major field they must prove themselves in a most rigorous academic program. Demonstrated mastery of subject matter should be reflected in curriculum planning and the instructional methods used to insure that learning for understanding is taking place.
- We believe prospective teachers must have the pedagogical knowledge and skills that provide the professional foundation of teaching; learning theory must be a meaningful rather than mechanical process. We see the teacher, in great part, as a master organizer of learning experiences which (a) center on relevant problems which intrigue learners; (b) proceed by way of an intelligible search for the inner coherence of problems to achieve solutions; and (c) result in increased comprehension, understanding and control on the part of learners.
- We believe all learning and teaching begins with the learner: in our case, children and youth. Therefore, prospective teachers must understand the cognitive, emotional, and physical growth and development of children and youth. There must be evidence in planning for teaching that this knowledge guides and shapes such planning and there must be evidence in the changed behavior of learners that classroom experiences are developmentally appropriate.
- We believe prospective teachers must have an understanding of the function of the institution of the school in society. This understanding should lead to planning learning experiences that promote critical thinking, social and cultural sensitivity, problem-solving ability, cooperation, creativity, tolerance, and aesthetic sensitivity. In

the building of resource units and the conduct of teaching, these broad and general objectives must be translated into individual, small-group, and whole-class objectives and learning activities.

- We believe prospective teachers must understand the educational opportunities and challenges provided by the ethnic, cultural, and socio-economic diversity of the U.S. and its schools. To be effective today, teachers must be culturally sensitive and responsive and be able to establish positive social relations between students from diverse backgrounds. To accomplish this goal, teachers must know the history and culture of different social groups and understand the nature, causes and consequences of racism, sexism, and other forms of social and cultural intolerance. This knowledge must be infused throughout the curriculum and reflected in teaching practice.
- We believe prospective teachers must understand and take into account in their planning and teaching those forces and agencies other than the school which educate children and youth: home, workplace, church, television, internet, social media, radio, advertising, and other existing patterns of social behavior and value. They must be sensitive to and take into account the vast body of knowledge, skills, appreciations, attitudes, and values acquired before the child appears at school. The learning experiences they design must help children and youth work unity, consistency, and stability into a critical understanding of the world in which they live.
- We believe that out of this understanding a teaching style (practice and beliefs) should emerge characterized by such attributes as: a deep conviction that all students can learn, change and grow; an empathy for and rapport with students that creates an approving and mutually favorable relationship; the disposition to think about students individually and to design unique experiences to further their growth; the skill and courtesy to listen sympathetically, frequently hearing what is left unsaid; the commitment to forge caring relationships with students and to be proactive in seeking to discover and meet their needs as learners and as whole people; the ability to achieve satisfactions as a teacher not from one's own performances but from students' involvement and growth; the willingness to continuously search for novel ideas, materials, experiences (adding, revising, reorganizing one's resource units); the drive to activate students to think, respond, feel, learn, by one's own zeal and buoyancy and excitement about what is being studied; and the willingness to be a reflective and thoughtful critic of one's own work and performance.

Teacher Education Program Standards

To be eligible for licensure, each candidate for certification must present a portfolio of evidence that meets or exceeds the following standards (based on Wisconsin standards):

Content Knowledge

1. Understands the central concepts, tools of inquiry, and structure(s) of the discipline and its connections with the various liberal arts and sciences.

Pedagogical Practice

2. Plans, organizes, and presents systematic instruction that makes the above aspects of the subject meaningful for students.
3. Uses a variety of instructional strategies, including instructional media and technology, to promote understanding.
4. Uses a variety of formal and informal assessment techniques to evaluate learning and adapt instruction.

Student Engagement

5. Uses effective verbal and nonverbal communication to foster active inquiry and engagement in learning.
6. Creates a supportive, productive learning environment that encourages positive social interaction, collaboration, and self-motivation.

Adaptive Expertise

7. Understands how adolescents learn and are motivated, individually and in groups, and teaches accordingly.
8. Matches instruction to differences in prior learning, ability, and exceptionality.
9. Demonstrates awareness of differences that arise from cultural background, gender, socio-economic status, or community context, and adapts instruction accordingly.

Professional Conduct

10. Acts in an ethical, professional manner and exhibits fairness, respect, and care in dealing with students.
11. Establishes positive relationships with school colleagues, parents, and agencies in the larger community.
12. Demonstrates the ability to be self-critical and to use feedback to improve teaching practice.

Educational Mission

13. Understands the role of education in a democracy and the relationship between school and society.

Expectations of the Student Teacher

The following expectations set forth by the Lawrence University Music Education Department apply to students enrolled in Student Teaching in Music (MUEP 680) and Advanced Methods in Teaching Music (MUEP 660).

- Be aware of the expectations of the cooperating teacher and the university supervisor, and communicate your own expectations, concerns, and questions as they arise.
- Satisfactorily demonstrate competence as a teacher as outlined in the evaluation forms and as indicated by the cooperating teacher and university supervisor.
- Maintain good professional relations, public relations, and human relations with the teaching and non-teaching personnel of the cooperating school(s) and with the community that the school serves.

In order to accomplish the above, you should:

- Consider yourself a member of the faculty during the time you are working in the school.
- Be prompt and regular in attendance.
- Dress appropriately for all teaching situations and school functions.
- Work diligently each day, following the school schedule and calendar (making exception only for the required weekly student teaching seminar).
- Attend all of the cooperating school's faculty meetings, department meetings, institutes, conferences, programs, and activities whenever possible and/or expected.
- Promptly prepare materials requested by the cooperating teacher and the university supervisor.
- Attend all student teaching seminars (MUEP 660) and complete work as assigned.

It is important to bear in mind that you are not only a student teacher, you are also a representative of Lawrence University, and your actions have consequences for the future of our Teacher Education Program.

Responsibilities of the Student Teacher

Student teaching assignments for 18-week public or private school semesters are contracted with local Fox Valley schools and must be within a 45-mile radius of the Lawrence University campus or in Chicago via an affiliated program (ACM Urban Education Program or ChicagoCenter Urban Teaching Practicum). Students may provide input to the placement process (see below), but placements are at the discretion of the cooperating schools and dependent on the feasibility of appropriate supervision by the university.

Passing the Subject Area Test (Praxis II-Music: Content Knowledge)

Wisconsin PI 34 requires that candidates for licensure pass a state-designated content knowledge test; the test for music is *Praxis II–Music: Content Knowledge (5113)*. Test information can be found on the ETS Praxis website (<https://www.ets.org/praxis>). The Education Department must receive an official score report from ETS with passing scores before a candidate may begin student teaching. There is no waiver or exception to this requirement. To avoid a delay, candidates should take Praxis II no later than March of the year prior to student teaching.

Providing Input for Cooperating Teacher Selection

The cooperating teacher provides a vital link between theory and practice. The school, school district, and university work together to identify and select cooperating teachers. Many cooperating teachers hold graduate degrees, and all are licensed by the state of Wisconsin in the specific area of teaching and have three or more years of successful teaching experience. Other major criteria used in the selection of cooperating teachers are exceptional performance as a teacher and a desire to supervise/mentor a student teacher.

Students normally complete a pre-student teaching questionnaire about eight months prior to the actual student teaching experience. Consideration is given to requests of the student whenever such placement is feasible and can be properly supervised by the university.

Preparing for Student Teaching

Upon receipt of notification of placement, the student teacher should immediately contact the cooperating teacher to secure a pre-student teaching interview at the placement site. After the interview, the cooperating teacher has the right to terminate the placement if he/she feels the interview was unsuccessful. The student and the cooperating teacher will receive written confirmation from the university to secure final placement. Once confirmed, the student teacher should communicate with the cooperating teacher to determine the teacher report date (several days prior to the start of school) and to discuss preparations for the coming semester.

Participating in Student Teaching

Student teaching is a semester-long course of no less than 18 weeks. Students are expected to be in school the full day following the same schedule as a regularly employed teacher in that district. Lawrence seniors who student teach in the fall must make arrangements to work around their course schedule once winter term classes start; all others continue to teach full-time until the end of the semester.

During the student teaching semester, the student is expected to devote full attention to teaching in the assigned school. If employment is an absolute necessity, it should be kept to a minimum and confined to weekends only. There should be no employment interviews, professional activities, or campus responsibilities that require the student to be absent from student teaching without the approval of the cooperating teacher, school principal, and chair of the Music Education Department.

Attendance

Regular and consistent attendance is required. The cooperating teacher will establish exact times for the beginning and ending of the school day. Work as a student teacher must take precedence over any other activities. Lawrence University ensemble performance and applied lesson requirements are waived during the student teaching semester, and no personal activities should interfere with student teaching.

A written notice should accompany excused absences for student illness. Absences due to family emergencies, etc., should be discussed individually with the cooperating teacher prior to the absence. If the student or cooperating teacher is to be absent the day of a university supervisor visit, the university supervisor must be notified in advance.

If you are absent from school due to illness or family emergency, you must notify the cooperating teacher before school begins to make arrangements for your classes and other duties. You should also notify your university supervisor of the absence.

Transportation

Student teachers are advised to seek housing in close proximity to the student teaching placement to permit their convenient and prompt arrival for teaching. Student teachers who drive are subject to the same liability restrictions as students driving on campus. Student teachers are not to transport school students on field trips, special activities, or similar events.

Dress and Conduct

Personal appearance and conduct expected of student teachers is the same as for teachers in the cooperating school. The student teacher is expected to dress professionally and to be addressed by students in a professional manner (with Ms. or Mr.), not by first name. Student teachers, cooperating teachers, and university supervisors are expected to develop relationships based on mutual respect and to engage in professional practices and activities that benefit all parties involved.

Classroom Management and School Regulations

Student teachers should become acquainted with schoolwide and classroom disciplinary procedures and rules at the very beginning of the experience. If a school handbook is available that describes rules and disciplinary procedures, the student teacher should request one. Student teachers are responsible for implementing these rules and procedures in their classes. Classroom management strategies will be discussed during the weekly student teaching seminar.

Observation of Teachers

Thoughtful observation informs the student's development as a teacher. Student teachers should make their observations of teachers as meaningful as possible by observing with specific questions or purposes in mind and following up with discussion or reflection. In addition to the assigned teacher and classes, the student teacher is encouraged to observe other teachers and classes in the school, both in and out of the music department. Student teachers will need to arrange a schedule for these visits with the cooperating teacher and should reflect on their observations in their student teaching journal.

Teaching Duties

Lawrence encourages student teachers to begin assuming some teaching responsibilities right away and to co-teach with the cooperating teacher, sharing and shifting responsibilities for different classes, units, or activities over the course of the semester. This mix of modeling and practice provides an optimal environment for student teachers to develop their knowledge and skills while maximizing student learning. Done well, a co-teaching approach provides ample time for thoughtful lesson planning and preparation, greater attention to the needs of small groups and individuals, more careful assessment and analysis of student learning, and the opportunity to observe or collaborate with other teachers in the building.

While student teachers are expected to assist in all classes, they should not be given sole responsibility for planning and teaching more than two classes per day without approval from the university supervisor; where such permission is given, the student teacher must not have more than two different preparations.

The student teacher must assume sole responsibility for planning, teaching, and assessing the learning segment (3-5 class sessions) used for the edTPA (see below).

Lesson Planning

Student teachers are expected to write a lesson plan for every class they teach and to keep these lesson plans in a notebook for review by the university supervisor during observation visits. Student teachers are encouraged to use a lesson plan format like that in Appendix C but may vary the format (with approval from the university supervisor) to suit their personality and the practices of the cooperating teacher and school, so long as the learning objectives, methods, and assessment are clearly evident and well-aligned.

Effective lesson planning begins with content standards, curriculum goals, and student needs related to the teaching-learning situation. Early planning should be done with the aid and counsel of the cooperating teacher. Plans should consider day-by-day outcomes and long-range outcomes so that the teacher is better able to chart the course through student teaching. While there is variety as to the length and detail of lesson plans, student teacher lesson plans should include the following basic elements:

- *Learning objectives.* The plan should show the purpose of the lesson and outline specific objectives (learning outcomes) to be accomplished by the learner.
- *Strategies for effective teaching.* The plan should provide for motivation, sequence of instruction, variety of activities, and transition to a smooth conclusion.

- *Methods of evaluation.* The plan should provide evidence of informal and formal assessment techniques to evaluate student learning.
- *List of materials.* The plan should include a list of necessary supplies and equipment, and the student teacher should become familiar with the best use of these materials.

Concerns with student discipline, lack of motivation, or disinterest will largely disappear with well-planned, varied, and engaging lessons.

Other School Activities

Student teachers should participate in all activities that are a normal part of the school program. This includes after-school activities, extra rehearsals, professional meetings, festivals, and clinics, so long as these do not interfere with the required student teaching seminar. Student teachers should also assume responsibility for appropriate non-teaching duties under the supervision and direction of the cooperating teacher, and they should participate in school-sponsored in-service programs and other professional development activities. In general, the student teacher should be a participatory member of the school, the community, and the profession.

Keeping a Student Teaching Journal

The student teacher should keep a written journal over the course of the semester and draw upon this journal when writing the student teaching reflective essay. Journaling is meant to be about learning and discovery. Journaling can be a very helpful and insightful activity, allowing you to reflect more carefully and evaluate more objectively than is often possible in the “heat” of the classroom day. As a result of journal work, some overarching themes might begin to surface. Here are a few possibilities:

Who am I as a teacher? No doubt you have been encouraged throughout your teacher education program to “be yourself” in the classroom. What, in practical terms, does that mean? For example, how do you seem to best plan for instruction? What seem to be natural teaching techniques for you? What methods don’t seem to come so naturally? What types of students seem to gravitate toward you, and why? What motivates you?

Who are my students? What seems to motivate them? What doesn’t seem to motivate them, and why? What are they like physically, emotionally, mentally, and musically? How do they seem to relate to you and to one another? What about the interpersonal dynamics of the group as a whole?

What about the nature of my subject matter? Does music seem to have any particular and important functions in the lives of your students? Are there types of music that seem to more readily fit them physically, emotionally, or mentally?

What about my teaching methods: how am I connecting student with subject? What activities am I using with or without success: playing, singing, modeling, listening, moving, or creating? Are my methods developmentally appropriate, relevant, well sequenced, clearly presented, well executed, or appropriately evaluated?

Here are a few journal ideas that might help in getting started:

1. *A high point/low point log.* This is simply a ledger of entries noting the high and low points of your day, perhaps in a format such as:

Date	High Points	Low Points

2. *Conversation or event.* Is there a *conversation or event* that you feel the need to look at more carefully? Do you still have unresolved feelings or confused thoughts about what a student or someone else did? Have you been continuing a conversation with someone in your mind, thinking of words you had said or an action you wish you had taken? What might they be?

3. *Strong emotion.* Was there a time when you felt a strong emotion such as joy, anger, hurt, concern, disappointment, or pride?

4. *Complete the thought.* You might want to begin by completing any of the following sentences in a free-flowing style:

The students today were... / My lesson or rehearsal today was... / I'd like to tell my university supervisor or cooperating teacher that... / Tomorrow I want to....

Participating in the Weekly Student Teaching Seminar (MUEP 660)

The weekly student teaching seminar (MUEP 660 Advanced Methods in Teaching Music) provides an opportunity to share teaching experiences and discuss challenges, learn about classroom management and teaching techniques, work on the edTPA, prepare for a job search, and explore aspects of the teaching profession. Conservatory faculty and guest speakers address such topics as:

- Classroom management and discipline
- Music program administration
- Daily class planning and organization
- Special learner accommodations, IEPs, or 504 plans
- Legal issues for music teachers
- Skills with educational technology
- Recruiting and retention procedures
- Motivation
- Advocacy and public relations issues for music educators
- Parent/community support, "booster" groups, and coalition building
- Resume preparation, interviewing techniques, and job search strategies
- WECAN – a job search network
- Certification

Assignments for the seminar include producing lesson plans, teaching videos, assessments, and edTPA commentaries and commenting on the work of other student teachers; writing a reflective essay; preparing a resume; and assembling a final teaching portfolio. These assignments are required for successful program completion and certification for licensure. Additional details will be provided in the course syllabus.

Attendance at all seminars is required. Be certain to make necessary school and travel arrangements so that your participation in these events is complete and timely.

Evaluating Progress in Student Teaching

Assessment is a cooperative process involving the student teacher, cooperating teacher, and university supervisor. All work together to help the student develop skill and confidence as a teacher.

Lawrence University student teachers are required to videorecord portions of their teaching for self-assessment, discussion, and evaluation. These recordings should be reviewed first by the student teacher and then shared with peers in the student teacher seminar as a basis for discussion. Student teachers must also record the learning segment (3-5 class sessions) used for the edTPA and select two to three clips from this recording to include in their edTPA submission (see “Completing the edTPA” below).

Progress in student teaching is evaluated according to the criteria given in Appendix A. The university supervisor visits the student teacher at least four times during the semester: twice before the midterm evaluation, and twice more before the final evaluation. The student teacher should prepare an observation preparation guide (Appendix B) and written lesson plan (Appendix C) to give to the university supervisor at the start of each visit. The supervisor will observe a class, fill out the student teaching observation form (Appendix D), and meet with the student teacher to discuss the class, to identify steps toward improving performance, and to resolve any concerns raised by the student teacher or cooperating teacher.

At midterm (9 weeks) and the end of the semester (18 weeks), the cooperating teacher and university supervisor each complete a student teaching evaluation form (Appendix E). In each case, the cooperating teacher or university supervisor discusses the written evaluation with the student teacher before it is added to the student’s file in the Music Education Department. These evaluations become part of the student’s final teaching portfolio.

Completing the edTPA

All Wisconsin student teachers must complete a teacher performance assessment called the “edTPA” to be certified for initial licensure. Music student teachers complete the edTPA using the handbook for K-12 Performing Arts. To complete the edTPA, a student teacher must submit lesson plans and materials, teaching videos, sample student work with feedback, and written commentaries on planning, instruction, and assessment for a learning segment of 3-5 days in a particular class. Lawrence recommends that student teachers complete the edTPA toward the end of the first 9-week placement or in the middle of an 18-week placement; this should provide sufficient time to get to know the students and to

become comfortable teaching the class while also allowing some time for any necessary remediation. Student teachers should consult with the seminar leader, university supervisor, and cooperating teacher to choose a class and learning segment best suited to meeting the requirements in the edTPA handbook. Questions or concerns about the edTPA should be directed to the edTPA Coordinator, Bob Williams, in the Education Department.

Preparing a Final Teaching Portfolio

The student teacher's final teaching portfolio includes the student's edTPA artifacts and commentaries, student teaching evaluations, and a reflective essay written during the final weeks of student teaching. These items must provide sufficient evidence that the student meets or exceeds all thirteen of the Lawrence University Teacher Education Program standards for licensure, as spelled out earlier in this handbook. The Music Education Department will place PDF copies of the student teaching evaluations in the candidate's electronic folder. It is the student teacher's responsibility to place his or her edTPA artifacts and commentaries in this folder by the agreed-upon deadline during the student teaching semester and to add his or her student teaching reflective essay by the end of the semester. No candidate will be certified for licensure until these materials have been submitted, reviewed, and approved.

Participating in the National Association for Music Education (NAfME)

The National Association for Music Education is a key part of career preparation. Through on-campus activities, participation in conferences, and contacts with leaders in the profession, members have numerous opportunities for professional development. For this reason, *collegiate NAfME membership is expected of all Lawrence University student teachers.*

Professional Conduct

Professional Conduct and Ethics

Lawrence students seeking to be certified for licensure must adhere to the professional and ethical standards of licensed public and private school teachers in Wisconsin. It is the student's responsibility to become familiar with DPI and district regulations and state laws that govern professional and personal conduct as a teacher. Student teachers must conform to the rules and policies of the district and school in which they teach as well as those of Lawrence's Teacher Education Program. In particular, student teachers should heed the following:

- Keep confidential any student records, IEPs or 504 plans, or other personal information to which you have access.
- Treat all e-mail or other electronic messages to students, parents, or school district employees as professional communication, employing the highest standards of writing.
- Do not "friend," "tweet," or otherwise communicate through social media with any student of the school or district. The only allowable exception is a class page or similar tool used by the cooperating teacher or school to communicate professionally with students and parents.
- Do not share classroom images or video with anyone other than school district employees, university education faculty, members of the student teaching seminar, and the edTPA scorer; only students whose parents have signed permission may be visible. *If you post classroom images or video to social media, the internet, or a file-sharing service, you may be denied a teaching license.* The only allowable exception is a class page or school site for which written parental permission has been secured in advance.
- Do not use classroom materials that may be unsuitable for the age group. Where there is doubt, seek permission from the school principal in advance.
- Do not accept work as a substitute teacher. A student teacher must be under the supervision of a licensed teacher at all times, even when the licensed teacher is not in the room. Schools are responsible for arranging appropriate supervision when the cooperating teacher is absent.
- Do not engage in a romantic or sexual relationship with any student of the school or district or with anyone supervising your work. Familiar yourself with and adhere to district regulations pertaining to sexual harassment, including harassment due to sexual orientation or identity.
- Do not consume alcohol or drugs in the presence of any student of the school or district. To avoid accusations of impropriety, leave any gathering where persons under the legal drinking age are consuming alcohol or drugs.

Failure to abide by the above rules and policies will result in dismissal from Lawrence's Teacher Education Program.

Resolving Problems

Resolving problems begins with a commitment to open and honest communication. While it may be necessary to have confidential conversations at times, problems are difficult to resolve without open communication between all people involved at some point in the process. If the student teacher feels there is a problem during the student teaching experience, the student teacher should first try to discuss the problem with the cooperating teacher and/or university supervisor. Confidentiality should be respected at all times.

If there is serious concern about the student teacher's performance, the concern should be:

1. discussed with the student teacher,
2. brought to the attention of the university supervisor,
3. documented on the appropriate form, and
4. brought to the attention of the Chair of the Music Education Department.

Any decisions about discontinuing student teaching or reassigning a student teacher will be made after review of all documentation, consultation with all parties involved, and, in some cases, direct observation of the student teacher at work.

Program Completion

Exceptions and Appeal Process

Lawrence students who have completed student teaching and who seek certification for licensure but who do not present a GPA of at 2.75 in their major or a cumulative GPA of 2.75 may submit a written petition to waive the 2.75 GPA requirement(s). A decision to grant the petition will be made by mutual agreement of the chair of the Education Department at Lawrence University and the certifying officer (if different, otherwise by the chair after consulting with the other members of the Education/Music Education Department faculty).

In deciding whether to grant an exception, the evaluations of the student teacher's university supervisor and cooperating teacher will be used to determine eligibility. Only those prospective teachers who successfully complete student teaching and all related course work in education and who receive the highest rating on their student teaching evaluations will be considered for such an exception. Other criteria that may be used in making the decision to grant an exception may include, but are not be limited to, the following: evidence of subject matter mastery not reflected by the GPA; presence of a documented learning or physical disability that affected the GPA; and, membership in groups underrepresented in the field of teaching. In all cases, a clear and compelling rationale must be presented by the applicant for an exception to be granted.

A candidate for licensure cannot receive a waiver of the 2.75 GPA minimums if he or she was previously granted a waiver for either the 2.75 cumulative GPA or academic skills test qualifying score requirements for admittance to the Teacher Education Program and student teaching.

In the event that an exception is denied, an applicant for certification may appeal in writing within thirty days of that denial to the Dean of the Conservatory. The Dean will consult with Music Education and Education Department members, review the student teaching evaluations completed by the university supervisor and the cooperating teacher, and examine the teaching portfolio, academic skills and subject area test scores, faculty recommendations, and other sources of evidence. The Dean may, but is not required to, seek additional information from the candidate, Lawrence faculty, and/or cooperating school personnel. In all cases, the Dean's decision will be final.

Teacher Licensure in Wisconsin

Candidates who have successfully completed all certification requirements and received a Lawrence degree are eligible for certification for licensure. Once the Education Department has provided the certification to the Wisconsin Department of Public Instruction (DPI), the candidate can apply for an initial teaching license through the Educator Licensing Online (ELO) system (<http://tepd.dpi.wi.gov/licensing/elo/initial-license-for-wisconsin-program-completers>). Questions about certification and applying for a teaching license should be directed to Carol Marx in the Education Department (Briggs 117, M-F 7:30-11:30 a.m., 920-832-6714).

Teacher Licensure Outside Wisconsin

It is the individual's responsibility to contact the state of choice in order to obtain licensing requirements and guidelines for states other than Wisconsin. Once this has been done, the candidate should contact Carol Marx in the Education Department (Briggs 117, M-F 7:30-11:30 a.m., 920-832-6714) for assistance in meeting these requirements.

Job Search Assistance

Career Services (in the Hurvis Center and at www.lawrence.edu/students/resources/career) can help Lawrentians seek teaching positions in public or private schools. They provide online listings, job-hunting techniques, and assistance with the application process, including resume and cover-letter writing, interview skills, and requesting letters of recommendation. Letters of recommendation should be requested from the cooperating teacher(s), university supervisor, and others who have observed the candidate's teaching. Additional letters from a school administrator and/or department chair are helpful, too.

Most teaching positions in Wisconsin are posted on the Wisconsin Education Career Access Network (WECAN) at <https://services.education.wisc.edu/wecan>. Students should establish a username and password and familiarize themselves with WECAN during student teaching. Licensed teachers use this network to learn about job openings and to apply for positions. Openings may be posted for a very short time, so it's important to check WECAN regularly.

Most Wisconsin school districts require applicants to answer the "12 questions" below. Once completed, your responses are sent out every time you apply for a job using WECAN. The word limit is small, so plan to write only two or three sentences for each question.

1. What do you want to accomplish as a teacher?
2. How will (do) you go about finding out about students' attitudes and feelings about your class?
3. An experienced teacher offers you the following advice: "When you are teaching, be sure to command the respect of your students immediately and all will go well." How do you feel about this?
4. How do you go about deciding what it is that should be taught in your class?
5. A parent comes to you and complains that what you are teaching his child is irrelevant to the child's needs. How would you respond?
6. What do you think will (does) provide you the greatest pleasure in teaching?
7. When you have some free time, what do you enjoy doing the most?
8. How do you go about finding what students are good at?
9. Would you rather try a lot of way-out teaching strategies or would you rather try to perfect the approaches that work best for you? Explain your position.
10. Do you like to teach with an overall plan in mind for the year, or would you rather just teach some interesting things and let the process determine the results? Explain your position.
11. A student is doing poorly in your class. You talk to her, and she tells you that she considers you to be the poorest teacher she has ever met. What would you do?
12. If there were absolutely no restrictions placed upon you, what would you want to do in life?

Responsibilities of the Cooperating Teacher

Role of the Cooperating Teacher

Success in student teaching depends upon recognizing that the process has a structure similar to that of any good instructional setting, and the cooperating teacher has the strongest influence on the quality of the student teaching experience. The cooperating teacher is the primary guide in the student's development into a skilled teacher and contributing member of the profession.

Because student teachers vary in their abilities, personalities, preparation, and previous experiences, modifications may be necessary in the organization of the student teaching experience. A student may approach student teaching with hesitancy and considerable apprehension. Until the student teacher feels secure, his or her real feelings may not be completely disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask too many questions; and a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn. Time working with a student teacher allows an understanding of the forces that affect the student teacher's thought process and behavior.

Preparing for the Student Teacher's Arrival

It is important that both the cooperating teacher and the student teacher understand the responsibilities involved in student teaching. During an initial conference, texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, school handbooks, and other such materials should, if possible, be made available to the student teacher. The student teacher should also be given workspace and introduced to other members of the school community.

It is also important to prepare school classes for the arrival of a student teacher. Tell the students that a second teacher will work with the class for a specific number of weeks. Point out that the new teacher will have many different experiences to share with the class. Explain that the students should eventually look to the new teacher for instruction and assistance. Students may need time to adjust to the idea of working with a second teacher, especially if the student teacher arrives after the school year has begun.

Student teachers and cooperating teachers have listed the following suggestions as helpful:

- Accept the student teacher as a person. Establish rapport as soon as possible.
- Consider the student teacher as a member of the faculty. The student teacher should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.
- Include the student teacher in planning and decision-making in the classroom.
- Provide a desk or place for the student teacher's books and papers.
- Explain formal and informal classroom and school policies.
- Avoid correcting the student teacher in front of the students.
- Share daily professional responsibilities.
- Introduce the student teacher to other school staff members.

Sharing Teaching Responsibilities

Lawrence encourages a co-teaching approach to student teaching, with the student teacher and cooperating teacher sharing and shifting responsibilities for different classes, units, or activities over the course of the semester. This mix of modeling and practice provides an optimal environment for student teachers to develop their knowledge and skills while maximizing student learning. Done well, a co-teaching approach provides ample time for thoughtful lesson planning and preparation, greater attention to the needs of small groups and individuals, more careful assessment and analysis of student learning, and the opportunity to observe or collaborate with other teachers in the building. Student teachers benefit from assuming some teaching responsibilities right away, with increasing responsibilities as the student teacher gains confidence and experience.

While student teachers are expected to assist in all classes, they should not be given sole responsibility for planning and teaching more than two classes per day without approval from the university supervisor; where such permission is given, the student teacher must not have more than two different preparations.

Note that the student teacher must assume sole responsibility for planning, teaching, and assessing the learning segment (3-5 class sessions) used for the edTPA, the teacher performance assessment required for certification for initial licensure.

Planning and Conferring with the Student Teacher

Student teachers are expected to prepare written lesson plans for every class they teach and to keep these plans in a notebook for review by the university supervisor during classroom visits. It is helpful for the student teacher to write plans in detail during the student teaching period and to receive feedback on plans before and after teaching.

The student teacher might need help with:

- Clarifying purposes and procedures;
- Understanding the expectations of the cooperating teacher;
- Communicating intentions and approaches for constructive feedback; and
- Achieving proficiency in developing effective written lesson plans, both short- and long-term.

Together, the cooperating teacher and the student teacher should determine a schedule for reviewing written plans before and after the lesson. The cooperating teacher should give constructive criticism and provide adequate time for the student teacher to make suggested revisions. In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the plan for the next week, and to handle problems of immediate concern which have not already been discussed and solved.

Here are some tips to bear in mind:

- Note the student teacher's actual behavior, expressions used, pacing, etc., to help the student teacher assess his/her teaching effectiveness.
- Encourage self-evaluation and help the student videorecord his/her teaching for review and discussion in seminar.

- Make definite suggestions. Include techniques for motivating students, distributing and collecting materials, introducing topics, presenting concepts, practicing skills, assessing progress, managing pacing/flow, etc.
- Highlight strengths and offer ideas or tips for improvement.

Conferences with the student teacher may be planned to discuss things such as adjustment to the school, classroom routines, evaluation, observations, the student teacher's areas of weakness/growth, lesson planning, professional activities, teaching materials, or basic subject matter in a given field and the implications for teaching. A student teacher must be continually informed of the rate of progress being made so that actual teaching ability can be compared with teaching potential. It is expected that the student teacher would then capitalize on strengths and work toward overcoming weaknesses.

Encouraging Activities Related to Classroom Teaching

While the primary purpose of student teaching is to provide an opportunity for the student to learn to teach in a specialized area, there should be an opportunity to experience as many aspects of the total teaching situation as time permits. During the student teaching period, the prospective teacher may engage in as many of the following activities as possible beyond the primary activity of teaching lessons in classes:

- Observing teachers in a variety of academic disciplines.
- Seeking supplementary materials that may be used to help present effective lessons.
- Discussing grading standards and grading problems with the cooperating teacher.
- Becoming acquainted with the library and technology resources and how the students may use these materials effectively.
- Becoming acquainted with duties and responsibilities of administrative and special service personnel.
- Attending staff meetings and professional development activities.
- Becoming acquainted with school procedures in requesting equipment and supplies.
- Becoming acquainted with the total school program through conferences with the principal and the superintendent.
- Participating in co-curricular and extra-curricular activities.

Completing the Teacher Performance Assessment (edTPA)

All Wisconsin student teachers must complete a teacher performance assessment called the “edTPA” to be eligible for certification for initial licensure. To complete the edTPA, the student teacher must choose a learning segment of 3-5 days in a particular class; record instruction during the learning segment; write commentaries on planning, instruction, and assessment in response to prompts in the edTPA handbook; and then submit the lesson plans and materials, two teaching videoclips (up to 10 minutes each), sample work from three students (names removed) with feedback, and written commentaries for evaluation and scoring. Lawrence recommends that student teachers complete the edTPA toward the end of the first 9-week placement or in the middle of an 18-week placement; this provides time to get to know the class and to become comfortable teaching while also allowing time for remediation as needed.

Cooperating teachers can help student teachers secure parental permission to videorecord their teaching (where this has not already been granted at the start of the school year), select an appropriate class and unit/topic for the learning segment, record classes during the learning segment, and find time to complete the written commentaries. More information about the the edTPA will be provided during the semester. Questions should be directed to the edTPA Coordinator, Bob Williams, in the Education Department (robert.f.williams@lawrence.edu, 920-993-6276).

Completing the Student Teaching Midterm and Final Evaluations

The cooperating teacher and university supervisor share responsibility for evaluating the student teacher's progress. In addition to regular conferences with the student teacher, the cooperating teacher and university supervisor each (independently) prepare a formal midterm and final evaluation. Suggestions should be as specific as possible to give the student teacher every opportunity to improve areas of deficiency before the final evaluation.

When it is time for the midterm and final evaluations, the university will send the cooperating teacher a student teaching evaluation form to complete (see Appendix E). The mid-term evaluation should focus on the progress of the student teacher and specify goals for the remainder of the student teaching experience. The final evaluation should highlight strengths and suggest areas for future growth.

To avoid delays in certification, it is very important that evaluations be returned promptly to:

Katelyn Bittner, Music Education Administrative Assistant
Conservatory of Music
Lawrence University
711 E. Boldt Way
Appleton, WI 54911

Professional Conduct

Student teachers must conform to the rules and policies of the district and school in which they teach as well as those of Lawrence's Teacher Education Program. Student teachers have agreed to heed the following:

- To keep confidential any student records, IEPs or 504 plans, or other personal information to which they have access.
- To treat all e-mail or other electronic messages to students, parents, or school district employees as professional communication, employing the highest standards of writing.
- To not "*friend*," "*tweet*," or otherwise communicate through social media with any student of the school or district (unless through a class page or similar tool used by the cooperating teacher or school to communicate professionally with students and parents).
- To not share classroom images or video with anyone other than school district employees, university education faculty, members of the student teaching seminar, and the edTPA scorer (unless as part of a class page or school site where written permission to post images or video has been secured in advance).

- To not use classroom materials that may be unsuitable for the age group, and where there is doubt, to seek permission from the school principal in advance.
- To not accept work as a substitute teacher. A student teacher must be under the supervision of a licensed teacher at all times, even when the licensed teacher is not in the room.
- To not engage in a romantic or sexual relationship with any student of the school or district or with anyone supervising their work, and to familiarize themselves with and adhere to district regulations pertaining to sexual harassment, including harassment due to sexual orientation or identity.
- To not consume alcohol or drugs in the presence of any student of the school or district, and to leave any gathering where persons under the legal drinking age are consuming alcohol or drugs.

Student teachers have been told that failure to abide by the above rules and policies can result in dismissal from Lawrence's Teacher Education Program.

Policy Regarding Use of a Student Teacher as a Substitute Teacher

According to Lawrence University and State of Wisconsin policy, under no circumstance should a Lawrence University student teacher serve as a substitute teacher in the cooperating school. In the student teaching agreement between the university and the school it is understood that the school is to provide adequate supervision for the student teacher. If the cooperating teacher or other licensed teacher is unavailable, it is the responsibility of the cooperating school to provide an alternative means of fulfilling this obligation.

Responsibilities of the University Supervisor

University supervisors are specialists in education and in their individual academic areas, and all have taught for a number of years in the public schools. The university supervisor is the primary link between Lawrence University and the cooperating school and an important resource for the student teacher and cooperating teacher. As a team, the cooperating teacher and university supervisor assist the student teacher in implementing effective learning procedures, creating professional working relationships, and developing a personal teaching style.

Preparation for Student Teaching

Many responsibilities of the university supervisor are fulfilled prior to the student teaching semester, including the following:

- The supervisor assists in the identification of potential cooperating teachers and schools and in the placement of student teachers.
- The supervisor meets with prospective student teachers before the student teaching experience to outline expectations for the upcoming experience.
- The supervisor prepares the students for entrance into student teaching by explaining the role of the student teacher in the school and the expectations of the school administration, the cooperating teacher, and the university staff.

Observations of Student Teachers

The Wisconsin Department of Public Instruction requires that every student teacher receive four visits from the university supervisor per semester. Students are typically visited twice before the midterm evaluation and twice more before the final evaluation, although a student may be visited more often as needed or desired.

The purpose of the university supervisor's visits is to observe the student engaged in the teaching process and to help the student attain a satisfactory professional experience. In addition to observing and meeting with the student, the university supervisor confers with the cooperating teacher. Periodic discussions involving all three of these people are beneficial.

During a visit, the university supervisor confers with the cooperating teacher, reviews the student teacher's written lesson plans, observes the student teacher at work in the classroom (recording notes of his or her observations), fills out an observation form describing strengths and areas for improvement (Appendix D), and meets with the student teacher to discuss the student's progress and to offer constructive advice. Student teachers are encouraged to discuss openly and frankly all aspects of the teaching situation, and suggestions from the university supervisor are directed toward helping the student develop and improve as a teacher and colleague.

Student teachers are expected to inform the university supervisor when the student assumes in-class teaching responsibilities and to schedule the first visit. Student teachers are also expected to prepare an observation preparation guide (Appendix B) and word-processed lesson plan (Appendix C) for the supervisor to review at the start of each visit.

Teacher Performance Assessment (edTPA)

All Wisconsin student teachers must complete a teacher performance assessment called the “edTPA” to be eligible for certification for initial licensure. To complete the edTPA, the student teacher must choose a learning segment of 3-5 days in a particular class; record instruction during the learning segment; write commentaries on planning, instruction, and assessment in response to prompts in the edTPA handbook; and then submit the lesson plans and materials, two teaching videoclips (up to 10 minutes each), sample work from three students (names removed) with feedback, and written commentaries for evaluation and scoring. Lawrence recommends that student teachers complete the edTPA toward the end of the first 9-week placement or in the middle of an 18-week placement; this provides time to get to know the class and to become comfortable teaching while also allowing time for remediation as needed.

University supervisors can help ensure that student teachers have secured parental permission to videorecord their teaching. They can advise student teachers on selecting an appropriate class, unit/topic, and focus students for the learning segment. They can share advice and procedures on how to record classes so that both the teacher and students can be seen and heard effectively, and on how to extract videoclips and compress them for submission. And they can provide feedback on the completeness and clarity of student artifacts and commentaries, though they may not tell students what to write or edit their work. Support for the edTPA will be provided in the student teaching seminar. Questions should be directed to the edTPA Coordinator, Bob Williams, in the Education Department (robert.f.williams@lawrence.edu, 920-993-6276).

Student Teaching Midterm and Final Evaluations

The cooperating teacher and university supervisor share responsibility for evaluating the student teacher’s progress. In addition to regular conferences with the student teacher, the cooperating teacher and university supervisor each (independently) prepare a formal midterm and final evaluation. Suggestions should be as specific as possible to give the student teacher every opportunity to improve areas of deficiency before the final evaluation.

When it is time for the midterm and final evaluations, the university will send the university supervisor a student teaching evaluation form to complete (see Appendix E). The mid-term evaluation should focus on the progress of the student teacher and specify goals for the remainder of the student teaching experience. The final evaluation should highlight strengths and suggest areas for future growth.

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Conservatory of Music
Lawrence University
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Appleton, WI 54911

Contributions to Advanced Methods in Teaching Music (MUEP 660)

The Lawrence University supervisor(s) help teach a weekly on-campus seminar required of all student teachers. In the seminar, topics related to classroom teaching are introduced and discussed, and student teacher videorecordings are reviewed as a group and used as a vehicle for discussion and assessment.

Written Recommendations

The university supervisor is often asked to write a letter of recommendation to support the student teacher's job search. It is the responsibility of the student teacher to personally ask the supervisor for a written recommendation. Written recommendations by the university supervisor(s) and the cooperating teacher(s) are taken seriously by school administration during the hiring process as they represent direct observation of the student's teaching by qualified professionals in the field.

Grades

The responsibility for the assignment of a grade in student teaching rests with the Lawrence Music Education Department. Student teaching is graded S/U (satisfactory/unsatisfactory) only. Student teachers whose performance does not meet the standards necessary to earn an "S" grade will not be eligible for certification for licensure. Unsuccessful candidates may be allowed to extend student teaching another 9 to 18 weeks in order to raise their performance to the level necessary to receive a passing grade. In some instances, student teaching grades may need to be reported to the registrar prior to the actual completion date of student teaching. In all cases, student teachers must complete 18 weeks of student teaching at a satisfactory level, regardless of whether an "S" grade has already been submitted, in order to be certified for licensure.

Criteria for Evaluation of Student Teaching

The student teacher's competence and growth as a professional will be assessed in the following areas:

1. Musicianship. Without question, a good music teacher must be, first and foremost, a good musician. Knowledge and skills in the following areas will be considered critical to the successful completion of the student teaching experience. These include the ability to:

- Sight-sing;
- Demonstrate musically on appropriate musical instruments and with the voice;
- Satisfactorily support classroom and/or rehearsal activities at the keyboard;
- Lead ensembles with clear conducting patterns;
- Use gestures that aid musical phrasing;
- Use gestures that vary in size and style in order to indicate expressive elements;
- Read from a score;
- Provide appropriate fingerings, bowings, and stickings;
- Accurately transpose instrument or voice parts;
- Analyze musical form; and
- Arrange music to fit student ability levels.

2. Planning. Lesson plans and other evidence of a thoughtful and thoroughly professional approach to instructional time are essential to teaching success. Written lesson plans should be readily available to both the cooperating teacher and the university supervisor and should provide evidence of the following:

- Clearly stated lesson objectives related to student needs and desired outcomes;
- Use of literature, materials, and methods that are developmentally appropriate;
- Introductory activities/routines that prepare students to learn;
- A variety of learning activities focused on lesson objectives;
- Ending activities/routines that celebrate what has been accomplished.

In addition, the following characteristics should be evident in the teaching:

- Appropriate strategies, warm-ups, and organization;
- A variety of musical experiences;
- Use of high quality music literature;
- Thorough preparation of musical scores; and
- Thorough preparation of the classroom environment.

3. Rehearsal/Lesson Execution. The ability to carry out the lesson plan or rehearsal plan is the final area of consideration. To the extent that they are able, the student teacher should conscientiously create an environment that is effective for both music-making and learning. Professional and personal characteristics of effective teachers often include:

- A well-developed grasp of the subject matter;
- A strong sense of pacing;
- An ability to create an orderly environment of “housekeeping” duties;
- A professional demeanor;
- A healthy self-concept;

Appendix A

- Respect for others;
- Verbal fluency (both written and oral);
- A sense of humor; and
- Enthusiasm and warmth.

4. Professional Behaviors. As an entering member of the teaching profession, the student teacher should demonstrate the following:

- Responsibility and initiative;
- Effective classroom management;
- Positive relationships and interaction with students both inside and outside of the rehearsal or classroom;
- Good interaction with faculty, professional staff, and the community.

The final evaluation of the student teacher's experience rests with the faculty of the Music Education Department. Members of the faculty will rely heavily upon the evaluations submitted by the cooperating teacher(s). They will also consider the performance of the student teacher in other areas of expectation. If a candidate is in danger of failing to meet the requirements for student teaching, the faculty will notify the student, consult with the cooperating teacher and university supervisor, and offer a reasonable opportunity and support for the student teacher to correct those areas requiring attention.

Appendix B

Music Education Observation Preparation Guide



Student Teacher _____ Date _____

School _____

Class to be Observed _____

Observational Focus

What do you want me to pay attention to today and why?

(classroom management issues, instructional techniques, assessment methods, conducting skills, etc.)

Background

What knowledge, skills, and/or abilities is this lesson going to build on?

(What have students been doing prior to this lesson? What will be new?)

Are there any special circumstances that might influence the lesson?

(special needs, schedule changes, equipment concerns, etc.)

Planning

What are your outcomes for this lesson? Why are they important?

Appendix B

What strategies will you use? How will you assess progress?

What materials do you need for this lesson, and why are they appropriate?

- *For you, the teacher:*

- *For the students:*

What provisions have you made for individual differences?

- *In content:*

- *In procedures:*

Evaluation

How will you evaluate the effectiveness of this lesson?

Other

Is there anything else you would like me to know that will give me a better understanding of what I will see in your classroom today?